Family and Consumer Science – College of Extended Learning
Information Literacy Core Competency Assessment
2016-2017

Learning Outcome:

GELO 1.c & CC: Information Literacy: Student will be able to identify, locate, evaluate and effectively and responsibly use and cite information for the task at hand.

Outcome Measure:

FCS355: Research Paper. A question formulated to address an issue that affects children or families of children with special needs. Students will research and find a minimum of five peer reviewed articles published in the last three years (books can be used as well), then summarize findings and address the question asked – supporting findings with evidence from articles. Students will complete an annotated bibliography of all research materials found.

Criteria for Success:

80% of students will score a three or higher on each criteria of a four-point rubric

Aligned with DQP Learning Areas (circle one or more):

1. Specialized Knowledge
2. Broad and Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

This is the first year of the program and no longitudinal data exists.

Information Literacy Value Rubric - Percentage of students scoring 3 or higher:

Rubric Criteria	Course	Semester	N	Capstone (mastery) 4	Milestone (proficiency) 3	Milestone (developing) 2	Benchmark (beginning) 1
Determine the Extent of Information Needed	CDV355	Summer 2016	11	9%	73%	18%	0%
	CDV355	Spring 2017	9	22%	56%	22%	0%
Access the Needed Information	CDV355	Summer 2016	11	9%	82%	9%	0%
	CDV355	Spring 2017	9	0%	67%	33%	0%
Evaluate Information and its Sources Critically	CDV355	Summer 2016	11	0%	82%	18%	0%
	CDV355	Spring 2017	9	11%	67%	22%	0%
Use Information Effectively to Accomplish a Specific Purpose	CDV355	Summer 2016	11	9%	82%	9%	0%
	CDV355	Spring 2017	9	0%	67%	33%	0%
Access and Use Information Ethically and Legally	CDV355	Summer 2016	11	0%	55%	45%	0%
	CDV355	Spring 2017	9	11%	33%	56%	0%

Conclusions Drawn from Data:

The summer 2016 cohort met the criteria of 80% in the following areas: Determine the Extent of Information Needed 82%, Access the Needed Information 91%, Evaluate Information and its Sources Critically 82%, and Use Information Effectively to Accomplish a Specific Purpose 91%. The summer 2016 cohort did not meet the criteria of 80% in the one area of Access and Use Information Ethically and Legally 55%. The spring cohort did not meet the criteria of 80% in any category: Determine the Extent of Information Needed 78%, Access the Needed Information 67%, Evaluate Information and its Sources Critically 78%, Use Information Effectively to Accomplish a Specific Purpose 67%, and Access and Use Information Ethically and Legally 44%.
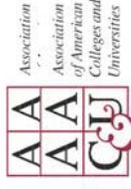
Changes to be Made Based on Data:

Additional instructions made in face to face component focused on strategies of citations and references. Add samples that students have to critic in discussion boards.

Rubric Used:
AAC&U Information Literacy Rubric

Rubric Used

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy *(Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.)*

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically* *Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.